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A school- and home-based preschool program was instituted for culturally deprived, functionally retarded, three- and four-year-old Negro children to provide research opportunities and to enable the children to succeed in school. A child was chosen for the program according to certain ratings of his parents' background, his own I.Q., and his achievement.

The early morning period of the preschool program was conducted on an individual basis, with each of the four teachers stimulating and guiding learning experiences. The later morning period consisted of large-group activities.

An afternoon home-based program provided individual attention for the child and a chance to involve the mother in the educational process.

Group meetings for parents, held semi-monthly, aided in getting both parents involved in their children's education.

The program was quite successful. The children became more receptive and interested, and most parents seemed pleased with their children's progress.

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APPENDIX A

of the Perry Preschool Project Progress Report

REVIEW OF 1960 - 1963

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Ypsilanti Public Schools

Ypsilanti, Michigan

December, 1964

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APPENDIX A

REVIEW OF 1960 - 1963

I. The Problem

Since the Supreme Court decision of 1954, Ypsilanti, like many other northern cities, has reviewed its racial school-attendance pattern. It was found that although changing residential patterns and school construction resulted in limited integration, most of the Negro students living in the school district attended an all-Negro elementary school, the Perry Elementary School. The vast majority of Negroes in this community are of lower-class background.

In Ypsilanti, local studies have confirmed the findings of national surveys such as those reported by Klineberg (18) and Shuey (31) that the average intelligence test score of Negro students is 85. The academic achievement of Negro students in the Ypsilanti schools has been found over a period of several years to be under the 5th percentile level of the national distribution. It has been found, further, that there is no significant difference in either intelligence or achievement between the Negro students attending integrated Ypsilanti schools and those attending the all-Negro school. It is evident that merely integrating the schools is not the entire solution to the problem of the education of the lower-class Negro youth.

The converging lines of research on the effects of cultural deprivation on intellectual growth (13, 22) and the increased recognition of early childhood as a critical period (9, 30) led to the establishment of the Perry Preschool Project as an experimental attack on the problem.

The culturally deprived, functionally retarded Negro child was selected for the initial experimental study because of the availability of County and State funds for special education of retarded youngsters and because these youngsters present the most acute problem to the school and community. This program was the first to be approved by the Michigan Department of Public Instruction and is still the only one in operation within the State on an experimental basis. Much statewide and national interest has been evidenced from the inception of this project.

This study is a product of converging lines of theory and research (19, 29, 30, 26, 13). Specifically, the focus of this project is on early-childhood, cognitive development which is at the basis of later performance. Research projects by Kirk (16), Deutsch (6), Kugel (20), Strodtbeck (32), Fouracre (8), Moore and Anderson (23, 24, 25), Fowler (9), and Blatt (2) have explored cognitive development in early childhood. These studies are somewhat similar to the present investigation but vary in technique, length of program, and emphases. The Perry Preschool Project combines a stimulating cognitively oriented curriculum with a unique home-based program to assist youngsters who seem destined to create enormous problems for themselves, their families and society.

From its inception, the Perry Preschool Project has been a school-organized, school-sponsored effort to resolve a serious local problem. After two years of planning, the project committee began

a series of community contacts with the support and assistance of the Perry School Principal, C. Eugene Beatty, and the Board of Education to prepare the Perry School attendance area for the program. Discussions were held with the Negro Business and Professional Club, the Negro Federated Women's Club, individual ministers, and teacher groups.

II. Objectives

The basic objective for research during the first year was the assessment of the effect of a school- and home-based preschool program on the assessed intelligence of three- and four-year-old, culturally deprived, functionally retarded, Negro children. Their response to a structured, cognitively oriented school program and the mothers' child-rearing attitudes were also to be evaluated.

A second objective was to develop a curriculum and specific techniques for operating the program both in school and at home.

A third objective was to contribute to basic research on the culturally deprived, Negro subculture and its relation to cognitive deficits.

III. Procedure

A. The Population

Ypsilanti is a community of 25,000 in the fringe of the metropolitan Detroit area, encompassing a wide spectrum of socio-economic levels. Within its borders or nearby are Eastern Michigan University, many small industrial plants, some large industries such a Ford parts plant, several new, middle-class subdivisions, and sections where old homes predominate.

About 25% of Ypsilanti's population is Negro with few in the middle-class or above. Many of the Negroes work in service capacities at two large hospitals in neighboring Ann Arbor, the University of Michigan Hospital complex, and St. Joseph's Hospital. Almost all of Ypsilanti's Negroes live in the southwest section of the City, where, for the most part, their children attend Perry School.

The specific population of the Perry Preschool Project was defined as three- and four-year-old children living within the boundary of the Perry School district, coming from culturally deprived families, and testing in the range of "educably mentally retarded".

In order to determine the specific characteristics of the Project population, a questionnaire was administered by the classroom teachers during the May, 1962, conferences to the approximately 300 families with children attending Perry School. In order to complete the survey, home visits were made during the same month to parents who did not attend conferences.

The Perry School data were compared with similar information collected during the same month from parents registering their children for kindergarten at the Erickson Elementary School, an all-white school located in an upwardly mobile section of the Ypsilanti Public School District. Since all the parents who enrolled children in Erickson School completed the questionnaire, and almost every child of kindergarten age, including Catholic children, were registered, the data on the Erickson School families are felt to be complete. As is evident from Table I, the data underscore

TABLE I

Comparison of Socio-Economic Information for Perry and Erickson Schools*

I. Parents/Family/Home	Erickson School N = 148	Total Perry School N = 277	Perry Preschool Sample (control & experimental) N = 45
Mother's age (average)	32	35	31
Mother's education (average grade)	12.4	10.1	9.2
Mother born in South	22%	77%	80%
Mother born outside South	78%	23%	20%
Mother educated in South	17%	53%	48%
Mother educated outside South	83%	47%	52%
Mother working - full or part time	15%	60%	20%
Mother's occupation** (average level)	2.8	1.4	1.0
Father's age (average)	35	40	35
Father's education (average grade)	13.4	9.4	8.3
Father's occupation** (average level)	3.3	1.6	1.1
Father in the home	100%	63%	48%
On welfare	0%	30%	58%
Number of children (average)	3.1	3.9	4.5
Number of rooms (average)	6.9	5.9	4.8
Number of other individuals in the home (average)	.1	.4	.3
Major health problems	9%	16%	13%
Size of city in which mother was born***	2.4	2.2	2.3

	Erickson	Total Perry	Perry Preschool Sample
II. General Information:			
Members of library (any member of family)	35%	25%	10%
Dictionary in home	91%	65%	24%
Magazine in home	86%	51%	43%
Organization membership	70%	72%	49%
Church only	8%	11%	16%
Non-church	63%	63%	33%
Family member belonging to organization			
Adult	84%	67%	81%
Children only	16%	33%	19%
Total	100%	100%	100%
Visited a museum	42%	20%	2%
Visited a zoo	72%	40%	26%
Home ownership	85%	33%	5%
Car ownership	98%	64%	39%

*Data collected May, June and Sept., 1961, by classroom teachers and Special Services Personnel

**Occupation Ratings: 1 = unskilled; 2 = semi-skilled; 3 = skilled; 4 = professiona

***Size of City Scale used:

One Million and over in population	= 5
500,000 to 999,999	= 4
100,000 to 499,999	= 3
10,000 to 99,999	= 2
under 9,999	= 1

the socio-economic differences between these two attendance areas. It is with the low end of the relatively underprivileged Perry School population that this study is concerned.

B. Selection of the 1962-1963 Samples

To reach the total preschool population in the Perry School area, the school-census information was reviewed in the fall of 1962 to locate the families who had not been surveyed in the spring. Interviews were held with these families, and data pertaining to socio-economic status were collected. From these data, a cultural deprivation (C.D.) rating* was calculated if a family had a child who was born between December 2, 1957, and December 1, 1959. This rating considered

1. The father's occupation on a 4-point scale (or the mother's occupation if there was no father in the home. One point for unskilled, 4 points for skilled work.)
2. Average number of years of education completed by the mother and the father (or by the mother only, if no father was in the home).
3. Density in the home (number of rooms/number of people), multiplied by 1/2 to give this ratio a 1/2 weight.

Each component was divided by its standard deviation to equate the different distributions. The cultural deprivation ratings of the families with children of appropriate ages ranged between 5.3 and 16.8, and a cut-off point of 10 was used as the upper limit of deprivation.

The next procedure was to administer the Stanford-Binet Intelligence Scale to the children with a C.D. rating below 10. Only those children who were evaluated by the examining

*This C.D. index is an adaptation of the one used by Martin Deutsch of the Institute of Developmental Research in New York City (14).

psychologist as educably mentally retarded, with no major organic involvement, were considered eligible for the preschool program.

A total of 48 children met both criteria, cultural deprivation and retardation. There appeared to be no other selective factors operating, as no parent who was approached refused to give information as to his socio-economic status, and no parent refused to allow his child to be tested. Some families could not be found at home in spite of several visits by teachers in May, 1962, and by the preschool staff in the fall of the same year. These families were later contacted during weekends. The socio-economic data as well as test results on the children reached late indicated that these children did not differ from those evaluated earlier.

The 48 eligible children were divided into two groups who were matched for mean I.Q., mean C.D. rating, percent of boys and girls, percent of three- and four-year old children, and percent of working mothers. One group was arbitrarily designated as the experimental group, and the other as the control group.

To summarize the experimental procedure,

1. Eligibility for the program was determined on the basis of three criteria: (a) Residence in the Perry attendance area, (b) a cultural deprivation rating of 10 or less, and (c) diagnosis of mental retardation by a certified diagnostician.

2. Matched experimental and control groups of 24 youngsters each were obtained.

3. The experimental group attended a cognitively oriented, school-based morning program five days a week and received a two-hour visit once a week for the home-based afternoon program. Contact with the control group was limited to testing and the collection of pertinent data.

C. Assessment

1. Child Data

a. Stanford-Binet, Form L-M

This instrument and its downward extension, the Cattell Infant Intelligence Scale, are the standard intelligence tests utilized by psychologists to diagnose mental retardation (5, 34).

b. Illinois Test of Psycholinguistic Abilities (I.T.P.A.)

This is a new, diagnostic test of verbal abilities. The test is in the experimental stage of development (17, 21).

c. Leiter International Performance Scale

This test is a non-verbal test of concept formation and thinking. At the early levels it permits full leeway for the examiner to instruct the child as to the correct responses (1).

d. Peabody Picture Vocabulary Test

This test measures intelligence as a function of acquired verbal ability (7).

e. Need-achievement Test

This test was designed by Dr. Joseph Veroff, of the University of Michigan, and consists of the following three types of measures:

(1) The child's tendency to resume tasks which are moderately difficult rather than easy or exceedingly difficult.

(2) The child's tendency to select a task which has been described as "one which some children your age can do and some can't do", rather than a task which has been described as easy or very difficult.

(3) The child's tendency to persist for a long time at a task which is previewed as easy but which is, actually, impossible to complete

f. Attendance Record

This is kept by teachers as part of the official school records.

g. Ypsilanti Rating Scale of Student Progress

This scale was developed by the staff as a means of rating the children and mothers on various dimensions when compared with other children in the class and when compared with himself at the beginning of the program. The various dimensions include

Intellectual status and growth of the child
Socilization
Parental openness to change
Emotional and social status

h. Gates Reading Readiness and Reading Tests

These are standard reading tests administered throughout the country (10).

i. California Achievement Test

This is a standard achievement test utilized throughout the country (33).

j. The Teacher Rating Form

This rating scale has been developed by Dr. Robert Vinter, of the University of Michigan.

k. In-School Screening of Emotional Handicaps

This is a new test designed to aid school screening for emotionally handicapped youngsters and employs self, peer, and teacher ratings. It is in the experimental stage of development (3, 4).

2. Parent and Family Data

a. Parental Attitude Research Instrument, with Education Supplement

This instrument is used widely throughout the country to measure mothers' attitudes toward child rearing. It was developed by Schaefer and Bell (28), and yields scores on the following 23 sub-scales:

(1) Encouraging Verbalization
(2) Fostering Dependency
(3) Seclusion of the Mother
(4) Breaking the Will
(5) Martyrdom
(6) Fear of Harming the Baby
(7) Marital Conflict
(8) Strictness
(9) Irritability
(10) Excluding Outside Influences
(11) Deification
(12) Suppression of Aggression
(13) Rejection of the Homemaking Role
(14) Equalitarianism
(15) Approval of Activity
(16) Avoidance of Communication
(17) Inconsiderateness of the Husband
(18) Suppression of Sexuality
(19) Ascendancy of the Mother
(20) Intrusiveness
(21) Comradship and Sharing
(22) Acceleration of Development
(23) Dependency of the Mother

Ten questions were added to yield scores on two additional sub-scales, Rapport with School and Degradation of Education.

b. Family Background and Developmental History Inventory

This is used by the social workers in the Ypsilanti Public Schools.

c. Hospital Information Questionnaire

This was adapted from that used by Passamanick and Knoblock in their Baltimore Study (15, 19). It was recommended by Dr. Passamanick in a personal communication in November, 1962.

IV. The Preschool Program

A. School-Based Morning Program

The morning school-based program was held in the large auditorium of the Parkridge Community Center, which is located a block from the Perry Elementary School. In addition to this 36 x 70 foot hall, several adjacent small rooms, including a kitchen, were available. The arrangement of the nursery furniture and equipment underwent several alterations during the year. The most successful arrangement was one which permitted good visual and acoustical division of the room into self-contained work areas with dividers three feet in height.

The four preschool teachers jointly operated the morning program. Exploration of several formats led to the division of the morning into the following two main periods:

Arrival	9:15 - 9:30 a.m.
Early morning period	9:30 - 10:30 a.m.
Juice-time activities	10:30 - 10:45 a.m.
Later morning period	10:45 - 11:30 a.m.
Dismissal	11:30 - 11:45 a.m.

In the early morning period most of the activity was on an individual basis with each of the four teachers stimulating and guiding learning experiences in the arts-and-crafts, housekeeping, quiet-activities, and large-muscle and music areas. The children could move from one activity area to another. The later morning period was for large group activities with one or two groups formed to do specific activities ranging from games

and songs to watching movies or film strips. A more complete description of the morning program is presented in the November, 1964, progress report.

As the weather grew colder, the attendance of some of the children became sporadic. Some mothers found it difficult to bring their children to school because they had to bring the younger children along. Since attendance of all children was felt to be important, special transportation arrangements were made where these problems existed.

B. Home-Based Afternoon Program

The goals of the home-based program were two-fold: To have an opportunity to teach the child on a one-to-one basis, and to involve the mother in the process of education.

While all four teachers worked at various times with all 24 children in the morning, the afternoon assignment of each teacher was limited to four or five students. The teachers visited the home of each youngster one afternoon per week, the same day of the week each time, for a two-hour period. By bringing along equipment from the school the teacher extended the nursery into the child's own home for teaching on a one-to-one basis. The material and the specific goals she selected for the visit were determined by the child's interests and needs, the demands of the teaching situation (e.g., the presence of other children), or a combination of any of these elements.

In all home visits the child's mother was encouraged to be present and to observe. Watching the teacher at work, each mother had an opportunity to see and discuss the techniques and approaches being used by the teacher. By visiting the home each week and sharing an intense interest in the child with the mother, the teacher established a close, professional relationship with her.

The teacher's role was that of an educator and a representative of the school -- not that of a social worker attempting to resolve marital problems or to tell parents how to raise children. It was hoped that whatever rapport was established between mother and teacher would be extended by the mother to include the school as an institution as well.

C. Group Meetings

To reinforce whatever learnings may be taking place with individual parents, small group meetings of mothers and the teacher working with them were held on a monthly basis. Those who participated actively in the program told a few others about things they had tried with their own children, e.g., educational games they had played, trips they had taken, etc. Refreshments helped to keep the meetings informal and relaxed. Films were sometimes shown as an introduction to a discussion, say, on discipline. On one occasion a group of mothers visited a museum the children had been taken to so that they might better understand what their children were experiencing.

Stimulated by the requests of the fathers, meetings were held for the men on a semi-monthly basis with a male visiting teacher. In addition to films and discussions about children, some craft projects were undertaken to make educational toys for the preschool. The father's role in the child's educational development was the focus of these sessions.

All the parents and staff members were invited to the two parties which were held during the year. Emphasis was on fun for all with group singing, games, and refreshments taking precedence. It was hoped that these affairs would enhance the parents' feeling that the school their child was attending was their school, and that their school was staffed by people who genuinely liked them and wanted to establish a close relationship with them.

D. Preschool Staff

The Perry Preschool Project employed four teachers with extensive experience in teaching. To meet the requirements of the Michigan Department of Public Instruction, each teacher was certified in both special education for the mentally retarded and in nursery education.

The research staff offered consulting service on all aspects of the program. Weekly seminars were held for the entire preschool staff in order to discuss with authorities in various fields the topics pertinent to the operation of the program. Some of the consultants who assisted with the seminars were

Ralph Gibson, Ph. D., Psychologist, University of Michigan
Richard Cutler, Ph. D., Psychologist, University of Michigan
Nils Mattson, Statistician, Mental Health Research Institute
William Fowler, Ph. D., Merrill-Palmer Institute, Detroit
Paul Glasser, Ph. D., School of Social Work, University of Michigan
Rosemary Sarri, Ph. . D, School of Social Work, University of Michigan

V. Preliminary Findings

A. Children's Reactions

Attendance at the nursery school ranged from 47. 2% to 100%, with a mean of 68. 8%. Much of the absence was due to illness.

Initially, the children were very shy and almost withdrawn, but by the end of the year they were freely interacting with teachers and peers. The greatest change has taken place in the area of intellectual development, reflecting the focus of the program in the following areas:

1. Speech and Language

Much of the children's speech on entering the program was incomprehensible. Some children seemed to lack almost totally the ability or inclination to talk to adults. By spring the children freely initiated conversations with

teachers, and the nursery school reverberated with a continuous flow of questions that showed interest and thought. On a field trip the children eagerly told teachers about the things they saw, whereas a few months earlier the only speech heard in the car reflected limited interactions among the pupils.

2. Books

Books have become the favorite item to take home from the nursery.

3. Development of Curiosity

Initially, the children rarely observed what was in the environment. Through the year, they became eager explorers interested in learning about all aspects of their environment from how things work to the shape of insects, fish, and animals.

4. Use of Art Materials

There were changes from random scribbling to drawing pictures of dinosaurs and turtles and from making featureless clay blobs to forming imaginative people.

5. Attention Span

Many of the hyperactive, distractable children settled down considerably and became much more able to tolerate the other activities around them. They no longer "tune out" the speech of their teachers, although problems of comprehension still exist.

B. Parents' Reactions

It was found that it is possible to operate a home-based educational program with the culturally deprived Negro families. These mothers accepted a representative of the school in their homes on a regular weekly basis and made at least some effort to provide working facilities for the teacher. The response of the 22 mothers

in the experimental group varied from enthusiasm to neutrality, with some mothers eagerly observing and even note-taking, while a few withdrew into a bedroom to watch television.

A second finding was the ability of both Negro and White teachers to establish a good relationship with lower-class Negro mothers and to work closely with these multi-problem families without becoming overinvolved in their affairs or becoming cynical when the parental response was minimal. The initial orientation programs given to the teachers and the support offered all through the year by the research staff are felt to have been crucial services.

Thirdly, it was found that it is possible to involve lower-class Negro parents in small discussion groups which meet regularly in their neighborhood. There appeared to be a genuine desire on the part of at least some mothers and fathers to discuss child-rearing techniques which may enable the youngsters to have greater success in school in later years. At least one group meeting was attended by 77% of the mothers in the experimental group. Over half of the monthly group meetings were attended by 55% of the mothers. As for fathers, 80% attended at least one meeting. Over half of the bi-monthly group meetings were attended by 50% of the fathers. This degree of success revealed the potential involvement of culturally deprived parents in the education of their children, and indicated that these parents can be reached by regular classroom teachers.

Extremely wide variations were observed among a supposedly homogeneous population of lower-class Negro parents living in one small geographic area of a small city. Their desire and ability to utilize the program also differed considerably. It was found that the parents' observable use of preschool ideas and suggestions ranked the highest ($\underline{r}$ = .89) with a child's progress in nursery school.

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